

# LEARNING SUPPORT POLICY

## (including special educational needs and disability policy)

*Please also see the Teaching and Learning Policy; the Gifted, Able and Talented Policy; and the English as an Additional Language Policy*

### Introduction

St Teresa's School is committed to providing both equal access for all students to the broad and balanced curriculum to which they are entitled, and high standards of teaching and learning responsive to individual need.

The school recognises that 'Learning Needs' may take many forms, whether short-term or long-term, including special talents and giftedness, learning difficulties and disabilities. The term 'Learning Needs' is used at St Teresa's in its wider context i.e. to include the needs of the Gifted & Talented student.

We have rightly claimed to be "*A Different School for Every Girl*" and at the heart of this is that we ensure every girl has the support she needs to achieve academically and emotionally. This Learning Support Policy outlines the procedures carried out by staff to ensure all pupils have access to the curriculum and co-curricular activities.

### Principles and objectives held by the School

For all pupils to achieve their full potential within a supportive environment where all needs are recognized and respected throughout the learning environment;

For all pupils to become confident learners and develop a positive self image to enable them to achieve their full potential.

The aim of the Special Educational Needs and Disability Policy is to identify and provide for pupils with needs additional to and different from the majority within St Teresa's. The following categories of Learning needs have been identified:

- Pupils with greater difficulties in learning due to a specific learning difficulty.
- Pupils who have English as a second language. (This goes beyond the Code of Practice.)
- Pupils with physical (or medical) disabilities.
- Pupils with social, emotional and mental health difficulties which can be a result of special educational needs.
- Gifted & Talented pupils. This includes pupils who are gifted in sport, musically, artistically and/or intellectually.

The school is committed to personalised learning with differentiation within the classroom.

The school Special Educational Needs and Disability policy is in accordance with the 'Special Educational Needs and Disability Code of Practice: 0 to 25' (2019) guidelines to provide for those with special educational needs under Part 3 of the Children and Families Act 2014 [hereinafter called the Code of Practice] and the Equalities Act 2010. The Code of Practice defines a learning difficulty as meaning that the child has significantly greater difficulty in learning than the majority of children of the same age or a disability which hinders her from making use of the educational facilities provided for children of the same age. Students with mild learning difficulties are those that can be supported

within the classroom with possibly short-term Learning Support, not necessarily needing on-going Learning Support for the duration of their schooling.

The needs of all pupils must be addressed at any time whilst at St. Teresa's. This includes access to a broad and balanced educational provision

The School takes the responsibility for creating, implementing and reviewing its own policy statement to cover the management of the Learning Support and Special Needs programme. The responsible person is deemed to be the Head of Senior School and Head of Prep School, who will designate a member of staff to be the school's SEND Co-ordinator (SENCO). A copy of the School's policy document is lodged with the Heads at St Teresa's School, is in the Staff Handbook and is made known to parents and pupils on request and via the school website.

<b>SLT line manager of Learning Support</b>	<b>Andy Pinks</b>
<b>SENCO</b>	<b>Audrey Moncrieffe</b>
<b>Head of Learning Support</b>	<b>Flora Monro</b>
<b>Learning Support Teachers</b>	<b>Catherine Kenton</b>
	<b>Caroline Branfoot</b>
	<b>Jennifer Owen</b>
	<b>Prab Hooghan</b>
	<b>Carron Harrison</b>

There is a continuum of Learning Support provision which is reflected in a staged approach.

All teachers have a responsibility to provide differentiated teaching and personalised learning in accordance with Quality First Teaching, Teachers' Standards. The initial responsibility for appropriate provision lies with the subject teacher. Where there is a continuing difficulty in a specific area then it is the responsibility of the HOD (Senior School)/Heads of Lower & Upper Prep (Prep School) to make provision for catch up groups. Where the difficulty is on-going and Learning Support is required on a one to one basis this then comes within the remit of the Learning Support department, working with subject teachers/Form Teachers as appropriate.

All pupils with a Learning Support requirement are included on a register that is reviewed by senior management once a year. Pupils who are no longer in need are removed from the register. The register for the Senior School and Prep School can be found in the school's management system, *iSAMS and Staff Shared Work/Learning Support*.

The register contains all the relevant information on their strengths and needs; access arrangements for exams; and advice for subject teachers to ensure Quality First teaching and learning.

### **Access Arrangements**

Students qualify for access arrangements in their external and internal exams based on data from standardized psychometric testing and evidence from their subject teachers which together paint a

picture of need. This evidence must be obtained no earlier than the start of year 9. We are inspected yearly by the Joint Council for Qualifications to ensure that we are following their regulations.

In some occasions, the SENCO may recommend an assessment from an Educational Psychologist for access arrangements. The cost of such external assessments will be borne by the parents. Where recommended, a pupil will be allowed to use a laptop, have the use of a live/electronic reader and/or scribe.

### **Admissions**

Admission to the Prep School is by means of an informal assessment/welcome day and a report from the feeder school. Admission to the Senior School is by means of the St. Teresa's Entrance Examination and a report from the feeder school. A pupil with an Educational Psychologist's report or similar and /or an Educational Healthcare Plan (EHCP) will be required to submit copies of such papers to the Head, who will then consult with the SENCO. The pupil will be allocated extra time or other support in the English Entrance Examination dependent on the contents and suggestions in these reports or by the Preparatory/Primary School SENCO. St Teresa's is committed to a policy of inclusion with regard to admissions.

Failure to disclose this information may result in the School being unable to offer an adequate level of support. Parents are asked to give details of their daughter's history with regard to having been identified as Gifted and Talented, EAL or having needed support in the past.

If a pupil is accepted into the School with known EHCP, the School has a duty of care to meet those needs. The School will agree with parents on how the needs of the pupil can be best met. The LA contacts the school annually to check on the number and identity of students with an EHCP. Discussion will take place over provision to address the students' needs, and liaise with regard to funding. The school co-operates with the LA in organizing and contributing to the review.

If a pupil is accepted into the School and their special needs become apparent at a later stage, the School will assess whether it is able to meet those needs. If the needs of the pupil cannot be met, it may be necessary to ask the parents to provide additional outside support or, in very rare circumstances, withdraw the pupil.

### **The role of the Special Educational Needs Co-ordinator**

The school's nominated co-coordinator for Special Education Needs (SENCO) at St Teresa's School is Mrs. Audrey Moncrieffe.

The SENCO is responsible for monitoring and overseeing the provision for SEND pupils across the school and facilitating links in teaching and learning between the Learning Support department and Subject departments.

In collaboration with the Head of Learning Support the SENCO is responsible for:

- The day-to-day operation of the School's Learning Support and SEND Policy and the internal referral system.
- Organising the internal screening of pupils as referred by staff using standardized testing.
- Liaising with and advising other teachers on SEND matters.
- Overseeing the Learning Support Plans with Learning Support teachers.
- Co-ordinating provision for pupils who need Learning Support or with SEND

- Maintaining and revising the School's Learning Support / SEND register and overseeing the records on all pupils on the list
- Liaising with the Examinations Officer.
- Liaising with parents of pupils on the list
- Contributing to the in-service training of staff.
- Liaising as above with external agencies, medical and social services and voluntary bodies.
- Keeping governors informed and updated about SEND issues and the performance of SEND pupils.

## **Identification, Assessment and Review Procedures**

The school aims to identify pupils with needs additional to, and different from those that can be addressed within the classroom or with subject catch up sessions at the earliest opportunity and relies on:

- Referral reports from parents or outside agencies, submitted at the time of application to the school.
- Medical record for each pupil.
- Cause for concern from teachers.
- Cause for concern from a pupil.
- Cause for concern from parents.
- Classroom assessments, including whole year assessments as outlined below.
- Individual assessments by the Learning Support teachers.
- Formal assessment from external agencies such as educational psychologists or doctors.

St Teresa's School aims to carry out pupil assessment on a regular basis. The assessment programme is as follows:

## ASSESSMENT PROGRAMME AT ST.TERESA'S PREP SCHOOL

### Summative Assessment

	Autumn	Spring	Summer
R	Early Excellence baseline (TBC)		Progress Test English Progress Test Mathematics
1	NGRT (Paper) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
2	CAT 4 Young Learners NGRT ( electronic version) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
3	CAT 4 Young Learners NGRT ( electronic version) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
4	CAT 4 NGRT ( electronic version)	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
5	CAT 4 NGRT ( electronic version) Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics
6	CAT 4 NGRT ( electronic version) Entry to Y6 internal baseline assessments Termly core internal assessments	NGRT retest for weaker readers Termly core internal assessments	Termly core internal assessments Progress Test English Progress Test Mathematics

**CAT 4** – Cognitive Abilities Test: understanding girls' developed abilities, likely academic potential and learning preferences

**NGRT** – New Group Reading Test: Assesses girls' phonics, sentence completion and passage comprehension. The electronic version of the test is **adaptive** to the ability of the girl completing the test. This gives the teacher a 'reading age' for each girl. Girls who are assessed as more than 6 months behind their chronological age will receive appropriate

interventions and will be retested at the end of the Spring term to ensure progress is being made/interventions have been successful.

**Termly Core Internal Assessments:** comprises of an internal maths assessment of the topics covered each term; Science unit assessments as the girls complete each area of study; Whole school writing assessment.

### **Formative Assessment**

**Entry to Y6 internal baseline assessments:** Completed by the Year 6 teachers. Girls complete an 'exam' style set of papers to inform teaching and learning. These are repeated throughout the Autumn term to ensure the girls are adequately prepared for the Senior School entrance exam.

**Early Excellence baseline:** Brought in by the Government in the hope of 'standardising' entrance level assessments in to EYFS.

**Ongoing assessments:** by all teachers through learning objective grids and use of other AFL strategies e.g. success criteria. To be formally recorded using the Target Tracker System to ensure girls are on track to meet the expected level and beyond.

### **ASSESSMENT PROGRAMME AT ST.TERESA'S SENIOR SCHOOL**

Year group	Term	Type of assessment
Year 7	Autumn	Lucid Rapid MiDYIS
Year 9	Throughout the academic year	Individualised Standardised Testing for Access Arrangements
Year 10	Autumn	YELLIS
Year 12	Autumn	ALPS

MiDYIS testing is carried on all pupils in Year 7 and new pupils up to Year 9

If at any stage, during Years 7 to 13, there is a concern for the academic progress of a pupil, an internal individual assessment may be administered. The School's tracking procedures inform this process.

### **Referral**

When pupils are identified as having a difficulty that needs to be addressed, on occasion it may be appropriate to seek advice from external agencies, such as educational psychologists, doctors or specialist services for the visually or hearing impaired. Parents and pupils will be notified by the SENCO if such a requirement is necessary.

## **Electronic Aids**

Electronic laptops may be used in School where approval has been granted by the SENCO. The rules and regulations relating to the use of laptops at St. Teresa's must be complied with. These can be obtained from the SENCO.

## **Learning Support Plans LSP**

Learning Support Plans with targets specific to the pupils' individual needs requiring one to one tuition will be drawn up and reviewed regularly, termly or annually whichever is appropriate.

For each girl identified as requiring support a LSP will be prepared by the learning support teacher. This should include information about the short term targets set for the pupil, the teaching strategies and provision to be put in place. This will be discussed with the SENCO.

After consultation with the pupil and her parents as well as their class, subject teachers and Year Head, pupils will be given strategies to cope with a variety of learning styles.

## **Parents/Guardians**

At St. Teresa's School, parents and guardians are encouraged to work in close partnership with staff. Parents and guardians are made aware at the beginning of the academic year when members of staff can be contacted and how to contact them. There are regular parent/guardian meetings and progress reports.

If a parent or guardian has a concern about the academic progress of his/her child, the School encourages the parent/ guardian either to telephone the school to speak with or write/email to the responsible staff, depending on the nature of the concern. This can be class teacher, the form tutor, Head of Year, Head of Department, Assistant Head of Teaching or, and SENCO.

## **Working with pupils with statements of Special Educational Needs/Disability/EHC plans**

The SENCO is responsible for ensuring statemented/EHC Plan pupils' needs as recorded in the statement are met as far as the School is able and within the resources allocated according to the statement.

## **Annual Review**

The SENCO is responsible in collaboration with the Learning Support teacher that appropriate arrangements are made in accordance with the Code of Practice for preparing and conducting the Annual Review.

In School Review (ISR) is a consultation process in which a joint problem solving approach is taken. Wherever possible, parents/carers will be consulted before the ISR in order that their views may be taken into account as part of the consultation. Present at the review will be anyone who can make a contribution professionally.

All this will need to be changed but until the terms of the new legislation are passed quite how is not clear but statements will go. New provision covers education, health, care plan to run to age of 25.

### **Monitoring and Progress**

Pupils are monitored through the school tracking process; individual targets are set and reviewed at intervals. Public examination results are measured against predictions made in accordance with base line testing. Reports for those with long – term Learning Support provision are sent home twice yearly; meetings with parents take place at Parents’ Evenings as well as on an individual basis where appropriate.

The SENCO will ensure that full records of all pupils who receive support, LSPs and correspondence and records of all meetings will be filed in pupil records.

The Learning Support Policy will be reviewed at least once every two years. The Head will keep the School Governing Body informed of policy updates.

### **Resource Allocation**

The school does not fund the majority of individual lessons in the Learning Support Department. These lessons are charged each term as an extra on the pupil’s school bill. In times of financial hardship parents can apply for a bursary to assist with school fees which may include the learning support lessons. Further information is available from the Head. Parents confirm the written agreement to fund Learning Support lessons before they begin

### **Transition**

The SENCO will be responsible for ensuring the Learning Support register is maintained and will closely liaise and co-operate with other schools, when pupils either enter or leave the School or transfer to other forms of education. Confidential papers, such as Educational Psychology reports, will only be transferred with written consent from the parents or guardians.

**SEND policy** – reviewed 01 12 – JG/LS, Revised JG 01/14, Updated JG/VL 09/14 Updated JG/VL/SC 19 Jan 2017, Updated 31/1/2019 JG MN VL CMS DI, Updated 06/9/2019 VL AP JOF DI AM

## GIFTED, ABLE AND TALENTED Policy (Senior School)

### Introduction

St Teresa's pupils have a wide range of abilities and talents. One of the School's aims is to provide a broad and challenging curriculum to enable all pupils to attain excellence. Provision is made in Schemes of Work for work to extend the gifted and talented. Girls with particular talents, in such areas as sport, music and drama, are encouraged to participate in extra-curricular activities where they can further develop these talents. Where opportunities arise students are given the opportunity to participate in activities outside school, designed for the gifted and talented, but open to all. Individual successes are celebrated in assemblies and newsletters.

### Identification

- Girls who have an overall MidYis score of 126 or over
- Girls nominated by individual HoDs as being gifted in their subject area
- Transition information
- Formal testing
- Whole School tracking
- Girls who have reached a very high standard in sport (generally county standard), in music (according to level of ABRSM qualifications), or drama (according to LAMDA qualifications and professional engagements).
- Girls who excel in areas outside school, such as horse riding or triathlon.

It is recognised that pupils from overseas may not be documented as falling within the Gifted and Talented criteria because of language difficulties and lack of exposure to a range of activities/sports.

### Register:

A register is kept in staff shared work (Able, Gifted and Talented folder). When students are added the staff is informed.

Staff must ensure the Deputy Head (Academic) is informed when opportunities are arranged specifically to benefit Able, Gifted and Talented pupils so that information is kept up to date.

### Monitoring:

Academic progress is monitored by the Deputy Head (Academic) termly as tracking is completed. Staff in charge of sport, music and drama promote appropriate activities to the girls. In addition, monitoring of Able, Gifted and Talented will be incorporated into our on-going monitoring and self-evaluation process, including:

- Use of target setting
- Use of effort and attainment grades
- Review pupil progress through using a specific document to track Gifted and Talented pupils

- Reporting achievements and celebrating success
- Use of examination results and assessments, with any variance scrutinised by SLT Academic Committee.

**Review:**

The register is reviewed and updated annually.

**Development:**

One of the school's aims is to provide a wide-ranging and challenging curriculum to enable all students to attain excellence. The efforts of individual departments are, therefore, key to our provision for able students. Provision is made in Schemes of Work for work to extend the Able, Gifted and Talented, and to differentiate by task, outcome or pace. There is a commitment to develop materials which allow individual responses, encourage creativity and imagination, and satisfy developmental stage, rather than chronological age. All girls should be encouraged to take responsibility for their learning.

To ensure that this occurs we shall:

- Promulgate an ethos within the school which promotes aspiration and an expectation of achievement for all.
- Ensure that school staff, governors and parents understand the roles they have to play in promoting the success of Able, Gifted and Talented students.
- Foster effective relationships with parents.
- Maintain continuity and progression during transition and transfer.
- Take account of the social and emotional needs of Gifted and Talented students.
- If applicable, tailor curriculum and timetables to take account of Able, Gifted and Talented students' strengths.

The Able, Gifted and Talented will also be encouraged to participate in opportunities for enrichment outside of the classroom, in dedicated programmes (for example, Enrichment Society, invitation-only trips, Oxbridge Programme). The Academic Enrichment Team regularly runs various activities designed to provide stretch and challenge, including a designated Oxbridge programme, is available to those in Years 10 and above who are considering application to these universities.

(Revised CM VL 8.10.2015, Revised CM VL 1.10.2016, Updated CM VL 1.9.17, updated CM VL 4.2.19, Reviewed 29/8/2019 VL JOF )

## **GIFTED, ABLE AND TALENTED Policy (Preparatory School)**

### **Introduction**

As a Catholic school, we recognise that all our pupils are made in the image and likeness of God; each one is special and unique. It is therefore our responsibility to ensure that each one discovers her strengths and gifts and this is done by providing an holistic curriculum which provides support and challenge to every pupil to develop their full potential in preparation for the future.

Support for Gifted, Able and Talented learners is an integral part of the school's aim to raise achievements and improve standards for all pupils and help them realise their potential.

The Gifted & Talented Policy, although aimed specifically at the more able, is intended to be inclusive in its nature, in keeping with the Catholic ethos of our school. It is consciously aimed at raising achievement throughout the school as well as meeting the needs of the most able.

Provision for Gifted & Talented is the responsibility of all members of staff at St Teresa's; by raising the achievement of the more able we aim to raise the achievement of all children within the school.

### **Purpose of this Policy**

This policy seeks to raise awareness of the needs of Gifted, Able and Talented (GAT) pupils, and to promote effective provision. Provision for Gifted and Talented learners is seen as a whole school issue, with emphasis on the education of the whole child. It will be reviewed biannually or as required

### **Aims**

- To outline the definitions used to identify these pupils.
- To detail the methods used to both support and challenge such pupils.
- To support staff so that they can meet the needs of these pupils.
- To ensure that the school provides GAT pupils with:
  - entitlement to appropriate education
  - work at higher cognitive levels
  - opportunities to develop specific skills or talents
  - a concern for the whole person; social, emotional, spiritual, physical and intellectual

### **Definition of GAT Pupils**

St Teresa's recognises that GAT pupils have specific individual needs due to their marked abilities in one or more fields: general intellectual ability/specific academic ability/creative or productive thinking/leadership qualities/social skills/artistic ability/ability in the expressive arts and physical abilities. We also recognise personal, interpersonal, vocational and entrepreneurial talents.

St Teresa's School believes that abilities in academic and non-academic areas are not fixed and that gifts and talents can be developed and discovered over time, with the expert guidance of our staff. The school seeks to ensure that Gifted, Able & Talented pupils realise their potential.

'Gifted and Able' learners are defined as 'children and young people who have abilities in one or more subjects in the statutory school curriculum other than art & design, music and PE'.

'Talented' pupils are defined as 'learners who have abilities in art & design, music, PE or performing arts such as dance or drama'. Department of Education

The school defines 'gifted, able and talented' pupils as those in the top 5% in the standard distribution curve of ability of the cohort, regardless of the overall ability profile. This would be between 1 and 3 pupils per year group.

We have defined 'more able pupils (sometimes alternatively named the 'high attainers'), as those in the top 20% in the standard distribution curve of ability of the cohort, regardless of the overall ability profile. This would be between 6 and 11 pupils per year grouping in the Prep Department.

### Identification of GAT Pupils

Form Teachers are asked to identify the Gifted, Able & Talented pupils in each class, through both subjective means and assessment data. This professional judgement is carried out through:

- Screening on school entry for Year 5 and Year 6
- Information passed on from previous educational establishments.
  - Information provided by parents e.g. finding out about hobbies and interests, which may give a fuller picture of particular talents
- National and other standardised tests (PI/PIM/VR/NVR Early excellence)
- Teacher observation and school assessment
- Pupil data tracking
- Exceptional performance
- Depths of insight and intuition and understanding within lessons
- Outstanding talents which may be apparent within a lesson, e.g. for drama, sport, art.

Children who are identified as Gifted, Able & Talented are referred to the Deputy Head, who keeps the register updated.

### GAT Register

The GAT Register is kept in Staff Shared Work.

### Provision

Form Teachers are required to have available differentiated tasks and activities for the pupils to be stretched and challenged in terms of depth and complexity. Provision is made available through:

- High expectations of teachers
- Tasks that are designed to take into account levels of existing knowledge, skills and understanding
- Planned extension opportunities or open-ended tasks
- Effective use of questioning in class
- Setting in Upper Prep (Years 3-6) for Mathematics
- Opportunities for pupils to develop higher order skills
- Differentiated homework
- Varied teaching styles that support all types of learning
- Use of Assessment for Learning (AfL) to increase pupil participation in planning and evaluation

In addition, there are a whole range of extra-curricular activities on offer for Gifted & Talented pupils. They may be invited to join specialist groups such as: Extension Maths/English classes,

debating, competitive gymnastics/tennis/netball/hockey. In addition, there a number of opportunities for nurturing the potential gifts and talents of all pupils, through e.g.: LAMDA (London Academy of Music and Drama), music theory classes, choir and orchestra, Broadening Horizons Club. Gifted & Talented pupils also have opportunities to take part in external events such as the Surrey Regional General Knowledge Quiz and the national Primary Mathematics Challenge where appropriate.

To ensure that this occurs we shall:

- Promulgate an ethos within the school which promotes aspiration and an expectation of achievement for all
- Ensure that school staff, governors and parents understand the roles they have to play in promoting the success of Gifted, Able and Talented students
- Foster effective relationships with parents
- Maintain continuity and progression during transition and transfer
- Take account of the social and emotional needs of Gifted and Talented students

### **Monitoring**

The monitoring of Gifted, Able and Talented pupils will be undertaken by the Deputy Head who is the GAT Coordinator and will be incorporated into our on-going monitoring and self-evaluation process, including:

- Use of target setting.
- Use of Attainment and Attitude to Learning grades.
- Reporting achievements and celebrating success.
- Regular reviews of the Gifted and Talented policy and action plans
- Regular reports to the governors.

### **Review of GA&T**

The register, policy and action plan is reviewed and updated annually.

Updated: SC 4.1.17; DI VL 8/10/2015; SN 2013/14; AP 2010, VL 4/2/19, DI VL 29/8/19

## English as an Additional Language Policy

### Pupils for whom English is an additional language (EAL) – Prep School

St Teresa's Prep welcomes pupils of all nationalities and makes use of the designated EAL department in the Senior School as and when necessary.

We aim to encourage pupils to use English:

- for Creative Writing
- to widen their general knowledge
- to increase their understanding of England and English culture and history
- to develop study skills
- to develop reading skills

The monitoring of pupils is done on an individual basis. Pupils advance at their own pace and will be provided with a separate scheme of work as required. Individual pupil progress is monitored by Form Teachers and both informal and formal assessment data is recorded into the Prep School tracking system, Target Tracker.

### EAL: Gifted and Talented students

We recognise that pupils for whom English is an additional language may well be Gifted, Able & Talented. If it is found that a pupil's lack of English is prohibiting her from progressing to the best of her ability, additional EAL lessons can be provided to address the problem.

### EAL: Curriculum

The school has a responsibility to ensure that each pupil has access to a broad and balanced curriculum and teachers have a responsibility to provide effective learning opportunities for all by providing relevant and appropriately challenging work. Teachers are expected to:

- set suitable learning challenges
- respond to pupils' language needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils that do not have English as their first language

### Pupils for whom English is an additional language (EAL) – Senior School

The Senior School welcomes boarders of all nationalities and has a designated EAL department. This department is led by Mr M. Norris. Pupils are assessed on entry in English and Mathematics. This initial assessment is followed by more detailed assessment on entry to assess the level of entry into the Cambridge Suite of Examinations. The pupils' EAL lessons are timetabled alongside their academic curriculum for students in KS4 and KS5. Students in KS3 receive EAL tuition according to their need.

The “Key Stages” of EAL correspond to the Cambridge Examinations:

1. Key English Test (KET)
2. Preliminary English test (PET)
3. First Certificate of English (FCE)
4. I.E.L.T.S )
5. Advanced English ) University Entrance replacing GCSE
6. Proficiency in English )

In addition girls may reach a level where they are able to sit English and English Literature GCSEs. Alternatively, they may sit IGCSE ESL in Year 11.

In addition to examination preparation we aim to encourage pupils to use English

For creative and analytical writing

To widen their general knowledge

To increase their understanding of England and English culture and history.

To develop study skills.

To develop reading skills.

### **Monitoring Pupil Progress**

The monitoring of pupils is done on an individual basis. Pupils advance at their own pace and will be provided with a separate scheme of work as required. Individual pupil progress is monitored regularly by discussion in Department Meetings. Information is fed into the Whole School **Tracking system and discussion is held between the Head of EAL and Heads of Years.**

A pupil’s scheme of work is flexible and will be changed according to progress made and examinations taken.

A pupil will move on to more advanced work when results indicate this is appropriate. For those pupils not progressing as expected, their scheme of work will be altered and additional lessons and one to one support will be provided as necessary.

The progress of sixth formers is monitored and any concerns reported to the Head of Sixth Form and Assistant Heads.

Reviewed MN CM VL 5/9/2017, Updated MN 31/1/19

## **Monitoring Pupil Progress**

The monitoring of pupils is done on an individual basis. Pupils advance at their own pace and will be provided with a separate scheme of work as required. Individual pupil progress is monitored regularly by discussion in weekly Department Meetings. Information is fed into the Whole School Tracking system.

A pupil's scheme of work is flexible and will be changed according to progress made, and examinations taken.

A pupil will move onto more advanced work when results indicate that this is appropriate.

For those pupils not progressing as expected, their scheme of work will be altered and additional lessons and one to one support will be provided as necessary.

The progress of sixth formers is monitored by the Sixth form team. Any concerns are reported initially to the Head of Department and also to the Head of Sixth Form, Deputy Head Academic and Director of Studies.

## Appendix A

The school policy is also compliant with the Children and Families Act 2014. A pupil has a disability if she has a physical or mental impairment that has substantial and long term adverse effect on her ability to carry out normal day to day activities. At St Teresa's, we make reasonable adjustments to ensure that disabled pupils or prospective pupils are not put at any substantial disadvantage, unless justified (justified covers health and safety, progress and interest of other pupils or lack of knowledge and confidentiality). Our plans are as follows:

<b>ACTION</b>	<b>RESOURCES/STAFF</b>	<b>OUTCOME/EVALUATION</b>
Referrals for in school screening and educational psychologist cognitive assessment	Teacher in charge of Learning Support is able to screen and qualified to carry out initial tests (LS employed 4/08). Additional p/t qualified staff (AP, CB, AW) Time for feedback to parents by SENCO/LS	Increased referrals from year assessments, departmental and whole school tracking, and individual teachers through SENCO.
Referrals for specialist tuition, behavioural optometry, occupational therapy, occupational therapy, medical assistance, counselling services or speech and language therapy.	Teacher in charge of Learning Support developing contacts with agencies and able to provide comprehensive reports from screening.	Early referrals where needed.
Homework adjustments	More detailed information in SSW to help staff in differentiation where needed	Differentiation more relevant to individual pupils where necessary.
Examination access arrangements extended (up to 25% extra time, computer readers, scribe/voice input system, use of laptop)	SEND department Electronic papers ordered ICT support Examinations Officer Students will sit with other candidates to use laptops and where necessary electronic papers.	All girls who require special examination arrangements are catered for. Computer readers give more independence to individual pupils during the examination.
Consultation with parents and other professionals working with disabled pupils	SENCO (JG) and LS	Parents fully involved at all stages of process and have regular contact with support teachers and SENCO. Greater expertise now within staff helps better understanding in parents and increased confidence.
All HODs/Subject Leaders to incorporate differentiated teaching requirements in SOWs and departmental	HODs/Subject Leaders	Differentiated lessons delivered

handbooks		
Enabling larger print textbooks and worksheets for visually impaired pupils.	Produced in house by staff.	Pupil concerned happier to use books that are larger print because we have made their appearance similar to other class texts.
Enabling saved lessons notes on memory sticks or the school network. via the Smart Boards where relevant/helpful.	Folders on intranet and ICT support.	Work is accessed by pupils who have not been able to make notes or who wish to check accuracy and by those who were absent.
Enabling the use of word processor for written work, especially for pupils with handwriting and fine motor difficulties.	Pupils have own laptops. Software available to learn touch typing by those who wish to or need to learn it. Extra laptops in library. ICT support when necessary.	Increased use of laptops with touch typing skills improving.

#### Policy Overview:

	Last Updated	Next Review
SEND	<b>6/9/2019</b> <b>Updated due to staffing changes</b> <b>VL AP JOF AM</b> <b>31/1/2019</b> <b>JG MN VL CMS DI</b>	Jan 2021
G&T Senior	<b>29/8/19</b> <b>VL + JOF</b> <b>4.2.19</b> <b>CM VL</b>	Jan 2021
G&T Prep	<b>29/8/19</b> <b>VL DI</b> <b>4.2.19</b> <b>VL</b>	Jan 2021
EAL Senior	<b>31/1/19</b> <b>MN</b>	Jan 2021
EAL Prep	<b>31/1/19</b> <b>MN</b>	Jan 2021